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ABSTRACT

This packet of workshop materials describes, in outline form, the processes used at the University of Minnesota, Crookston campus to expand the services of the learning center, going from a limited operation to a center offering several courses and supplementary services incorporating computers, videos, CD-ROMS, and laser discs. The outline focuses on the processes used to: clarify the learning center's role on campus, focus on a future direction for the center, develop support and funding, make decisions about equipment and software purchases, evaluate progress, and ensure effectiveness. The outline also describes the present Academic Assistance Center and outlines plans for 1992-93. A handout which lists and describes the majority of the equipment and software used at the center is attached. (SR)

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**The Fifth Annual Midwest Regional
Reading and Study Skills Conference**

**MAKE A DIFFERENCE:
Promote Academic Success/ Life Success**

Friday, March 13, 1992 10:40 am

**INCORPORATING NEW TECHNOLOGIES INTO AN
ACADEMIC ASSISTANCE CENTER**

**Marsha L. Odom, Assistant Professor
University of Minnesota, Crookston
201 Selvig Hall
Crookston, MN 56716
218-281-6510, ext. 267**

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WORKSHOP MATERIALS PACKET

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1. Incorporating New Technologies into an Academic Assistance Center
2. Marsha L. Odom, Ed.D.
Director of the Academic Assistance Center
University of Minnesota, Crookston
202 Selvig Hall
Crookston, MN 56716
218-281-6510, ext. 267
3. Describing how our learning center went from a limited operation to a center offering several courses and supplementary services incorporating computers, videos, cd roms, and laser discs. Planning, getting support and funding, investigating equipment and software, and evaluation will be presented in a lecture with a video.
4. This presentation will be appropriate for directors of learning centers who would like to incorporate more technology into the delivery of their services. Staff who have been given the mandate to start a center or to revitalize it may find the presentation helpful.

The University of Minnesota, Crookston is a small, open admissions, campus serving about 1200 students in a rural setting in a sparsely populated part of the state. From its incorporation into the University system 25 years ago, some learning center services have been available to students. In 1990 our campus received a federal grant under Title III to develop and improve academic programs in basic skills, and to develop and improve academic support systems.

This presentation will describe the processes that we went through:

- a. to clarify the learning center's role on campus,
(developing a mission statement, surveying faculty and students about their needs and perceptions)
- b. to focus on a future direction for our center,
(reading the professional literature, visiting other campuses, and seeing the need to provide developmental level courses)
- c. to develop support and funding,
(division meeting presentations, writing grants, offering to pilot new materials)
- d. to make decisions about equipment and software purchases,
(collecting demonstration programs, talking with users)

of products, getting sales representatives to come on campus to demonstrate their products, reading instructional technology journals, getting all the supplementary aids provided with adoption of college textbooks)

- e. to evaluate our progress and its impact on student outcomes.
(establishing criteria, what are expected student outcomes, what percentage of students who graduate have had help through the center?)

Then I will share what we have learned and are continuing to learn about being effective, such as the need for:

- a. efficient recordkeeping of student traffic in and out of the center,
- b. getting administration's support,
- c. posttesting students in developmental courses,
- d. determination, persistence, and much patience.

A handout
will be used to list and describe the majority of the equipment and software that we are using (with where we purchased them).

Purpose of this presentation:

- I. Describe the process our campus used to expand our learning center services.
 - A. Identify and/formulate a mission statement
 - B. Collect data:
 1. Assess and evaluate present level of services in assisting students to improve skills necessary for success in college
 - a. courses offered
 - (1.) placement decisions
 - (2.) effectiveness
 - b. tutoring program
 - (1.) training of tutors
 - (2.) effectiveness of tutoring sessions
 - c. meeting walk-in needs
 - d. as a referral site
 2. Inventory:
 - a. Equipment
 - b. Materials
 - c. Facilities
 - d. Staff
 3. Budget
 - a. Sources of funds
 - b. What are the expectations for use of the funds?
 - c. What are the possibilities for increase?
 4. Survey faculty, staff, and students to find out what individuals expect of the Center and its director.
 5. Investigate what others are doing in the field:
 - a. professional literature
 - b. professional associations
 - c. by visiting other learning centers
 - C. Use data to formulate visions and plan for the realization of those visions for carrying out the mission of the Center.
 1. Services:
 - a. develop new courses to more effectively meet individual needs
 - b. improve placement recommendations
 - c. create new methods to deliver courses and to incorporate innovative instruction
 - d. refine tutoring program, especially improving tutor training
 - e. establish procedures for effectively serving walk-in students
 - f. create sets of handouts for walk-ins
 - g. develop tracking and record keeping systems of services
 - h. work with faculty to integrate reading and study skills into the content of courses in the curricula

- i. establish a set of study guides and practice tests to be available in the Center.
- h. facilitate study groups and study sessions involving the instructor or a tutor.
- j. provide faculty and staff development
- k. strengthen campus relations and communications
- 2. Equipment and materials considerations:
 - a. computers, software, networking
 - b. vcrs, monitors, videos
 - c. slide viewers, tape players
 - d. laser and cd rom discs
 - e. adaptive equipment for students with disabilities
 - f. directions for student use of equipment and software
 - g. reference materials, furniture and wiring needs
 - h. maintenance procedures
 - i. faculty and staff development
 - j. campus relations and communications
- 3. Facility needs
 - a. convenient location
 - b. large enough
 - c. configuration must facilitate learning and comfort
- 4. Staff considerations
 - a. job descriptions
 - b. qualifications
 - c. scheduling
- 5. Budget - How to increase it?
How to leverage funds?
 - a. priorities
 - b. necessities
 - c. grants
- 6. Overall evaluation of effectiveness of the Center
 - a. write annual reports to describe activities, level of participation
 - b. annually evaluate tutors and services
 - c. collect and use data that indicate number of graduates that used the services of the Center
 - d. track grade point averages, success in college level courses and retention of students who used the Center

II. Describe our present Academic Assistance Center

- A. Vision of what the Academic Assistance Center could become led to a successful Title III proposal which funded these strategies:
 - 1. More basic skills classes offering more options for placement and more flexible scheduling
 - 2. More technology used in the delivery of instruction in those courses
 - 3. new personal growth courses
 - 4. improved advising system with emphasis on serving students at risk for retention
 - 5. supplementary activities developed to improve success rate in "hard" courses
- B. Other activities of the Center designed to increase student success and to improve retention of students:
 - 1. Course data indicate that students enrolled in new "Freshman Seminars" are succeeding (gpa and return for next quarter) at a higher rate than those freshman who do not take the course
 - 2. Chancellor's Academic Success Seminar course data indicate improving rate of retention for students on academic contract
 - 3. Tutoring program has expanded beyond peer-tutors and includes volunteers coordinated through RSVP
- C. Through tracking and record keeping systems, activities of the Center are reported to the administration annually and students and faculty are surveyed for opinions on the quality of services offered through the Center.
- D. Equipment and software obtained (some descriptions attached)
- E. Video illustrates the Center's activities

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III. Future plans for the Academic Assistance Center (1992-1993)

- A. Expand use of technology
 - 1. basic skills courses available in shorter, semi-independent modules using interactive software
 - 2. service reports completely available through spreadsheet
 - 3. link office of students with disabilities data with AAC through shared databases
 - 4. utilize the capabilities of Toolbooks and laser disc technology to create interactive tutorials in reading courses
 - 5. expand utilization of adaptive stations
 - 6. explore new ways to integrate cd rom technology
- B. Work with counseling center personnel to refine academic referral systems
- C. Develop supplementary activities to improve success rate in American History
- D. Continue supplementary activities that improve success rate in Economics and Accounting I.
- E. Provide reports to campus administration that can indicate a need for continued funding for staff and equipment after the grant ends.

College Board Computerized Placement Test (CPTs)-Networked

Students entering UMC are assessed in reading comprehension, sentence skills, and mathematics. Scores in each area help to determine placement in developmental classes. Assessments are generally administered through the Admission office, not in the Academic Assistance Center.

Computerized Placement Tests (CPTs)-Post testing Networked

Students completing developmental reading, writing, and math courses are post tested to measure gains in skill performance.

College Board Computerized Placement Tests
1990 Educational Testing Service
P.O. Box 6800
Princeton, NJ 08541
(609) 734-5782 Technical Assistance
(609) 951-1018 Order Information

We have available 3 1/2" and 5 1/4" demo disks for general information purposes.

COLLEGE BOARD COMPUTERIZED PLACEMENT TESTS (TM)

REPORT FOR: [REDACTED]

ID: 469-94-1176 Birthdate: 12/18/72 Major: 222

TEST RESULTS	TOTAL RIGHT SCORE	RANGE	PERCENTILE RANK	TEST DATE
Reading Comprehension	97	90 -104	72	05/22/91
Sentence Skills	98	91 -105	56	05/22/91
Arithmetic	78	68 - 87	53	05/22/91
Elementary Algebra	87	77 - 97	72	05/22/91
College Mathematics	34	27 - 41	14	05/22/91

Each test you completed was chosen from a group of 120 questions. The TOTAL RIGHT SCORE shows how many of these you could expect to answer correctly if you took a test made up of all 120 questions.

Any test score is an estimate, not an exact measure of your skills. The RANGE tells you how accurate your score is. If you took a test a second time, you could expect your new score to fall somewhere within the RANGE that is shown.

The PERCENTILE RANK compares your score with the scores of typical entering college students who completed tests composed of similar questions. For example, a PERCENTILE RANK of 72 means that your score is higher than 72 percent of the students who completed the test.

Skills Bank Reading and Math - Networked

The Skills Bank program provides supplementary work for Reading Essentials and basic Math students. Topics for reading include comprehension, vocabulary and word knowledge. Topics for math include computation, concepts, word problems and Algebra. Students have passwords. Instructors are able to individually assign lessons, generate reports showing scores, time spent and lessons completed.

July, 1990
Skills Bank Corp.
15 Governor's Court
Baltimore, Maryland 21207-2791
800-451-5726

PC Globe - Networked

Users may choose a country or region of the world and the program generates information on major cities, elevations features of the geography, flag, national anthem and population. Comparisons between countries on data bases such as manufacturing can be selected and shown in graph form. The program will print any of this information as well as the defined area in map form.

1991 PC Globe Inc.
Tempe, AZ
(602) 730-9000

Available on machine 1 through 8 (one station at a time)

Only one user at a time can use the program. This program is available on all networked computers but will work most effectively on computers 1 through 8 which have access to a mouse and printer.

Tips for Test Taking - Individual Disk

This disk describes strategies for taking many different kinds of tests, see attached outline. Topics covered include what you need to pay attention to in a test, how to use time efficiently in a test, specific strategies for taking multiple choice, essay, true/false and matching tests and what you should do before and after a test.

Indiana University
316 N. Jordan
Bloomington, Indiana 47405
(812) 855-7313

Zoom Text Screen Magnification Software-Hard Drive

Zoom Text is a screen magnification program. Features include magnification from 2 times to 16 times the normal screen size. Colors can be adjusted and screens can be scrolled through to view text.

**AI Squared
1463 Hearst Dr. NE
Atlanta, Georgia 30319
(404) 233-7065**

Installed on computer 3.

DIRECTIONS FOR USING ZOOM TEXT

- 1. TURN ON COMPUTER #3. USE THE MOUSE TO MOVE THE ARROW ON TOP OF THE DOS PROMPT ICON IN WINDOW. CLICK THE LEFT BUTTON ON THE MOUSE TWICE AND AN HOURGLASS WILL APPEAR.**
- 2. YOUR SCREEN WILL THEN SHOW C:\WINDOWS>. TYPE ZOOMTEXT (ALL ONE WORD) AND PRESS ENTER.**
- 3. YOUR SCREEN WILL THEN BE MAGNIFIED AND SHOW C:\WINDOWS>. YOU CAN CONTINUE TO USE ANY PROGRAM AND USE THE ZOOM TEXT DIRECTIONS TO DETERMINE THE DEGREE OF MAGNIFICATIONS AND FEATURES NEEDED.**

Vista Screen Magnification Software

Vista is installed on the hard drive of Computer 15. Students can use the Vista Screen magnification program to use their own software programs. Features of this program include magnification, zooming in on text, or scrolling through text with single lines highlighted. Features can be accessed by using a mouse.

**Telesensory
P.O. Box 7455
455 N. Bernardo Ave.
Mountain View, CA 94039-7455
1-800-227-8418
Sales Rep Terry Nelson
(612) 724-4009**

Right Writer - Networked

Right Writer is a checking program. Right Writer looks for possible problems with grammar, style, word usage, and punctuation. When Right Writer finds a possible problem a comment is given which explains the problem, and may suggest an alternative word or phrase. A summary is given at the end, giving an overall critique of the document. This program can be used with Norton Texttra, Word Perfect, First Choice and many other word processing programs.

Right Writer version 4.0
Right Soft
MacMillan Computer Publishing
11711 N. College Ave.
Carmel, IN 46032

Available on machine number 1 through 8

Directions for using Right Writer

1. Insert a system boot disk and when the screen says "Enter your login name" type Ed\right. Press Enter.
2. Insert your data disk, which is used to save your composition on in drive A and strike a key when ready.
3. You will then get an A>. Type Right and press Enter once. You will get an introductory screen and press any key to continue.
4. Use the cursor key to analyze a document and press Enter.
5. Press the F5 key to get a list of documents on your data disk. Use the cursor to select the correct document and press Enter.
6. The screen will then give you the name of the file that the Right Writer analysis will be found under, usually the "name . out"
7. A summary of the analysis will appear
8. Use Esc to exit to DOS. You will then have an A>. Take out your data disk and insert your Norton disk. Type Norton and retrieve and print the file that Right Writer analyzed. This will be listed with the same file name with ". out" after the name.

Modern Language Association Editor - Hard Drive Computers 1-8

Editor is a set of proofreading programs whose principle function is to look for useage problems and mechanical errors in tests ready for proofreading. This program helps eliminate wordiness, vagueness, clicks, jargon, poor usage, nonidiomatic phrase, gender based language, nonstandard spellings, punctuation mistakes, and common grammatical errors.

Modern Language Assoc. of America
10 Astor Place
New York, NY 10003-6981
(212) 475-9500
Academic Software Library
Box 8202 N. Carolina State Univ.
Raleigh, N. Carolina 27695-8202
800-955-TASC

Davidson Speed Reader II - Networked

This is a self paced instructional program for building reading efficiency. Six sections provide practice for improving perception, eye movement, peripheral vision and reading speed.

Davidson & Assoc. Inc.
3135 Kashiwa St.
Torrance, CA 90505
800-556-6141

Available on computer 1 through 11 (one station at a time)
Directions for using Davidson Speed Reader II

Use a system boot disk to get the prompt "Enter your login name".
Type DSR and hit Enter.

Follow the instructions on your course outline and select an option from 1-7 and then hit Enter.

1. Warm-up exercise (letters)
2. Warm-up exercise (words)
3. Eye Movement Lesson
4. Column Reading Lesson
5. Reading Passage Lesson
6. Timed Reading Test
7. Stop for Now

Typing Teacher - Individual Disk

Typing Teacher is an individual tutorial program for students who want to learn and/or review key boarding skills. When a student begins Typing Teacher they identify themselves by their first name. A file is automatically created which records their progress. Students may complete the lessons in order or choose areas that they may need to practice.

Typing Teacher
Spinaaker, 1987

Quattro Pro, Version 3.0 Hard Drive on Office Computer

Quattro Pro is a spreadsheet program to collect and calculate data. Graphs can also be generated using data.

Quattro Pro version 3.0
Borland International
1800 Green Hills Rd.
P.O. Box 660001
Scotts Valley, CA 95067-0001

Good Graphs - Networked

Good Graphs! -- A Set of Graphical Exercises
By Todd S. Porter and Teresa M. Riley

The program can be used as a tutorial to understand graphs in economics courses. The program came free with the adoption of Economics: Principles and Applications by Robert Thomas, Dryden Press, 1990.

Topics covered include:

Introduction

- Introduction to Graphing
- Scarcity, Choice, and Exchange
- Supply and Demand
- Shifts in Supply and Demand
- The Public Sector
- Consumption and Utility
- Elasticity
- Production and Costs
- Competitive Markets
- Monopoly
- Monopolistic Competition
- Oligopoly

Factors of Production

- Imperfect Labor Markets
- Interest, Rents, and Profits
- Externalities and Public Goods
- The Basic Model of Macroeconomics
- Macroeconomic Problems
- Keynesian Model and the Multiplier
- Aggregate Supply
- Fiscal Policy
- Monetary Policy
- Inflation and Unemployment
- International Trade and Payments

Todd S. Porter
Teresa M. Kiley
Youngstown University
Dryden Press
Orlando, FL 32887

Available on network at computers 1 through 11.
Directions for using Good Graphs

1. Use a system boot disk to get the prompt "Enter your login name"
2. Type "goodgraphs" (all one word) and press enter.
3. You will get an introductory screen and "press any key to continue".
4. The next screen will list all of the topics covered. You may select the Introduction by hitting "Enter" or use the cursor keys to select a different topic if you are familiar with the program.

A People and a Nation Study Guide - Networked

This is tutorial program for history classes that use A People and A Nation by Mary Beth Norton. Topics include chapter objectives, vocabulary review, significant events, people and places for identification and multiple choice questions for each chapter. The program scores the number of questions attempted and the number correct for each user.

Mary Beth Norton
A People and A Nation
Houghton Mifflin

Main Menu for a A People and a Nation Study Guide Program

OPTIONS

- 1 Select Chapter in Textbook for Review
- 2 Study Chapter Learning Objectives
- 3 Vocabulary Building with Key Terms Studying Chapter 1
- 4 Identifications to Know and Understand
- 5 Multiple Choice Drill with Rejoinders
- 6 Review Instructions for Using MICROSTUDY+
- 7 Set or Change the Operating Environment

Norton, et al.

Select Your Option (1 - 7)

A PEOPLE AND A NATION, 3/e

<Esc> to Exit

A World of Biology Study Guide-Individual 5" Disks

Bio/XL is a tutorial for students in General Biology using The World of Biology by Davis, Solomon and Berg. Students may test their knowledge using the test mode and review the same material in the tutor mode. The page number or table number listed with each question tells where in the text book to find help.

BioXL to Accompany
The World of Biology
by Davis, Solomon and Berg
Saunders College Publishing
1990 by Donald A Keefer

Agricultural Economics Tutorial - Separate Disk

This is a Supply and Demand tutorial from the NDSU Agricultural Economics Department

Topics covered are:

- A) Supply, Demand and Prices
- B) Production Process and Functions
- C) Cost Functions
- D) Pure Competition
- E) Imperfect Competition
- F) Farm Problems and Policy
- G) International Trade

William C. Nelson, 1986
Department of Agricultural Economics
North Dakota State University
Fargo, ND 58105

Harper Collins Reading Software - Networked

This a program that can be used in conjunction with Brenda Smith's Breaking Through 3e. This program can also be used alone. It leads the user through step by step effective reading strategies. These strategies include highlighting text and provides the opportunity to compare their highlighting with a model, how to skim the text, determines the student's reading speed, vocabulary practice, and also allows for students to summarize the content of the reading by writing. Five different reading selections are provided for practice.

1991
Harper Collin's
Reading Software
Intentional Educations Inc.
Watertown, Mass.

LOCUS - Networked

Locus is a program that explains the concept of locus of control to students enrolled in Psych 1000, Personal Growth. Users are asked a series of questions and are given a score of their external and internal locus of control. Further explanations are given about changing one's locus of control and how locus of control can affect achievement.

LOCUS
University of Minnesota, Crookston
Source: The Confident Student by Carol C. Kanan